DOCUMENT RESUME

ED 449 049 SO 031 858

TITLE	Arizona Standards: Social Studies Standards (Adopted by the State Board on 3/27/00).
INSTITUTION	Arizona State Dept. of Education, Phoenix.
PUB DATE	2000-03-00
NOTE	68p.
AVAILABLE FROM	Arizona Department of Education, 1535 West Jefferson, Bin #6, Phoenix, AZ 85007. Tel: 602-542-3504; Web site: http://www.ade.state.az.us/standards/sstudies/.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Standards; Citizenship Education; Civics; Economics; Elementary Secondary Education; Geography; History; Physical Geography; *Public Schools; *Social Studies; *State Standards; Student Educational Objectives
IDENTIFIERS	*Arizona

ABSTRACT

The social studies standards for Arizona's students outlined in this guidebook include a study of the diverse contributions people of many backgrounds have made to U.S. life and institutions, and emphasize a shared heritage for citizens and residents of the United States. The standards require that students acquire both core knowledge and a firm grasp of reasoning and practice in inquiry and research, learn how to frame and test hypotheses, distinguish logical from illogical reasoning, develop reasoned opinions and arguments, and grasp reflective thinking and evaluation. The standards present the academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics. Each standard outlines ascending goals for "readiness," "foundations," "essentials," and "proficiency." Includes two appendices: (1) physical geography standards and (2) glossary of terms used in the Arizona social studies standards. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 449 049

ARIZONA
DEPARTMENT OF
EDUCATION

Arizona Standards

Social Studies Standards
(Adopted by the State Board on 3/27/00)

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Paul S. Young

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

/ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

Arizona Department of Education
1535 W. Jefferson, Bin #6
Phoenix, AZ 85007
http://www.ade.state.az.us/standards/sstudies/

SO 031 858

BEST COPY AVAILABLE

ARIZONA
DEPARTMENT OF
EDUCATION

Arizona Standards

Social Studies Standards
(Adopted by the State Board on 3/27/00)

Arizona Department of Education
1535 W. Jefferson, Bin #6
Phoenix, AZ 85007
http://www.ade.state.az.us/standards/sstudies/

ARIZONA DEPARTMENT OF EDUCATION

Arizona Standards

Social Studies Standards Rationale (Adopted by the State Board on 3/27/00)

To maintain the Union that supports our freedoms, citizens must rely on the knowledge, skills, and character of its citizens and those they elect to public office. Critical to the preservation and improvement of America's republican form of government is the study of America's founding principles, namely the principles as detailed in the United States Constitution, the Declaration of Independence, and in The Federalist Papers. The standards include study of the rich and diverse contributions people of many backgrounds have made to American life and institutions, and at the same time, emphasize our shared heritage as citizens and residents of the United States. They require that students acquire both core knowledge and a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from illogical reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation. The standards present the academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics that are essential to an understanding of human experience, past and present.

History

The study of history is essential in developing citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past. Through the study of history, which integrates the humanities (such as art and literature) and the social sciences (political science, economics, and geography), students will better understand their own society as well as others. Because most United States institutions and ideals trace their origins through Europe, the study of Western civilizations is a central feature of the standards, although students are also expected to learn about the significant contributions of other non-Western civilizations. Analyzing patterns and relationships within and among world cultures such as economic competition and interdependence, age-old ethnic enmities, and political and military alliances, helps learners carefully examine policy alternatives that have both national and worldwide implications. The deep study of history is further informed and enlivened by considering current events and issues. Important as well, students will develop understanding of chronological thinking, the connection between causes and effects, and between continuity and change. They will see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, understand that ideas have real consequences, and realize that events are shaped both by ideas and the actions of individuals.

Civics/Government

The goal of the civics standards is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, sources, and history of the constitutions of the United States and

Arizona, American institutions and ideals (ARS 15-710). Through these standards, students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will be aware of their rights as citizens and residents of the United States. They will understand the importance of each person as an individual, the importance of respect for the human and civil rights of all people, and our shared heritage as citizens and residents of the United States. The civics standards also reflect the need to help students develop a basic understanding of politics and government and to practice the skills of good citizenship. Students should be able to obtain, understand, and evaluate information relating to the performance of public officials. Citizenship skills are also required for competent participation in the political process. These include the capacity to influence policies and decisions by working with others, clearly articulating interests and making them known to key decision and policy makers, building coalitions, negotiating, compromising, seeking consensus, and managing conflicts.

Geography

The goal of the geography standards is to provide an understanding of: 1) the human and physical characteristics of the Earth's places and regions, 2) how people of different cultural backgrounds interact with their environment, and 3) how the United States and the student's home state and community are affected by conditions and events in near and distant places. By learning to think spatially, students of geography will learn to analyze locations, places, and their myriad relationships. They will also have a framework to study local, regional, national, and global issues that concern them and understand their place in society. The essential skills of asking geographic questions; acquiring, presenting, and analyzing geographic information; and developing and testing geographic generalizations are central to the standards. The geographic reasoning that is represented is a way of studying human and natural features within a spatial perspective. Through geographic reasoning, students will understand the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will help with students' understanding of history, civics, and economics.

Economics

The goal of the economics standards is to ensure that students understand economics well enough to make reasoned judgments about both personal economic questions and broader questions of economic policy. Through the standards, students will develop an economic way of thinking and problem solving in order to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This type of critical thinking will prepare students to weigh not only the short-term effects of a decision, but also its long-term effects and possible unintended consequences. They will understand that because resources are scarce relative to wants, individuals and society must choose how to allocate goods and services among competing uses. Students will also understand that these choices and trade-offs significantly affect the quality of people's lives and explain historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Understanding the process and components of economic reasoning also will provide a vital

framework within which to analyze current issues and public policies, and to understand the complex relationships among economic, political, and cultural systems.

It is possible to spend a lifetime studying these areas without learning about every significant event. Our best hope in the years of formal schooling is that students learn to tell the important from the unimportant and to know enough about history, geography, economics, and civics and government to inform themselves about the vital connections between the present and the past.

Our very first priority is to prepare our young people for the office of citizen. In conjunction with standards frameworks in other disciplines, these standards are designed to help all schools ensure that they promote a high level of academic rigor and provide sound opportunities for all students to learn.

Social Studies Standards

STANDARD 1: HISTORY

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona, American, and world history.

READINESS (Kindergarten)

Students know and are able to:

- **1SS-R1. Describe how history is the story of events, people, and places in the past, with emphasis on:**

  PO 1. tracing the history of individuals and families, and describing the way people lived in earlier days and how we live differently today

  PO 2. the people and events honored in national holidays, including Thanksgiving, Presidents' Day, and Martin Luther King, Jr. Day

- **1SS-R2. Place familiar events in order of occurrence, with emphasis on:**

  PO 1. identifying days of the week and months of the year

  PO 2. locating events on a calendar, including birthdays, holidays, and school events

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **1SS-F1. Demonstrate the ability to place events in chronological sequence, with emphasis on:**

(Note: Historical research and analytical skills are to be learned and applied to the content standards for grades 1-3.)

  PO 1. using a time line to place in order important events in a student's life

  PO 2. recognizing a sequence of events

- **1SS-F2. Describe everyday life in the past and recognize that some aspects change and others stay the same, with emphasis on:**

(Note: Historical research skills and analytical skills. These are to be learned and applied to the

content standards for grades 1-3.)

PO 1. using primary source materials, including photographs, artifacts, interviews, and documents to trace the history of a family from long ago

PO 2. the economies, symbols, customs, and oral traditions of an Indian community of Arizona, including the significance of the Eagle Feather, trade networks, decorative arts, housing, songs, and dances

PO 3. how past cultural exchanges influence present-day life, including food, art, shelter, and language

- **1SS-F3. Use stories to describe past events, people, and places, with emphasis on:**

PO 1. contributions from past events and cultures

PO 2. examples of individual action, character, and values

PO 3. descriptions of daily life in past time and different places, including the various roles of men, women, and children

- **1SS-F4. Describe the stories of important American heroes and their contributions to our society, with emphasis on:**

PO 1. those who secured our freedom, including George Washington, Benjamin Franklin, and Thomas Jefferson

PO 2. those who fought for the rights and freedoms of others, including Chief Joseph, Chief Manuelito (Navajo, the Long Walk), Abraham Lincoln, Harriet Tubman, Martin Luther King, Jr., and Cesar Chávez

ESSENTIALS (Grades 4-5)

Students know and are able to do all of the above and the following:

- **1SS-E1. Understand and apply the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials.**

(Note: Historical research skills and analytical skills. These skills are to be learned and applied to the content standards for grades 4-5.)

PO 1. Place key events on a time line and apply chronological terms correctly, including B.C.E. (B.C.), C.E. (A.D.), decade, century, and generation

PO 2. Identify primary and secondary sources historians use to construct an

understanding of the past, using such sources as letters, diaries, newspaper articles, archaeological evidence, maps, and government records

PO 3. Interpret historical data in the form of simple graphs and tables

PO 4. Distinguish fact from fiction in historical novels and movies

FOCUS: Arizona

- **1SS-E2. Describe the legacy and cultures of prehistoric American Indians in Arizona, including the impact of, and adaptations to geography, with emphasis on:**

  PO 1. how archaeological and anthropological research gives us information about prehistoric people

  PO 2. characteristics of hunter-gatherer societies, including their development of tools and adaptation to environments

  PO 3. development of agriculture with the domestication of plants

  PO 4. the distinctive cultures of the Anasazi, Hohokam, and Mogollon, including where they lived, their agriculture, housing, decorative arts, and trade networks

  PO 5. how prehistoric cultures adapted to, and altered, their environment, including irrigation canals and housing

- **1SS-E3. Describe Spanish and Mexican colonization and economic, social, and political interactions with the first inhabitants of Arizona, with emphasis on:**

  PO 1. the location and cultural characteristics of the O'odham (Papagos and Pimas) and Apaches during the Spanish period

  PO 2. the reasons for the early Spanish explorations, including those of Fray Marcos de Niza, Estevan, and Francisco Vásquez de Coronado

  PO 3. the reasons for Spanish colonization, including the establishment of missions, presidios, and towns and impact on native inhabitants

  PO 4. the contributions of Father Kino

  PO 5. the creation of unique, strongly held cultural identities from the Spanish and Indian heritage

  PO 6. the change of governance from Spain to Mexico

- **1SS-E4. Describe the economic, social, and political life in the Arizona Territory and**

the legacy of various cultural groups to modern Arizona, with emphasis on:

PO 1. how Arizona became a part of the United States through the Mexican Cession and the Gadsden Purchase

PO 2. the conflict of cultures that occurred between newcomers and Arizona Indian groups, including the Indian Wars

PO 3. the lives and contributions of various cultural and ethnic groups, including American Indians, Hispanics, and newcomers from the United States and other parts of the world

PO 4. the importance and contributions of various occupations to the growing Arizona communities, including soldiers (Buffalo soldiers), miners, merchants, freighters, homemakers, ranchers, cowboys, farmers, and railroad workers

FOCUS: American History from Discovery through the U.S. Constitution

- **1SS-E5. Describe the causes, course, and consequences of early European exploration of North America, with emphasis on:**

  PO 1. the reasons for European exploration of the Americas

  PO 2. the characteristics and results of various European expeditions, including those of Christopher Columbus, John Cabot, Hernando Cortés, and Hernando de Soto

  PO 3. the political, economic, and social impact on the indigenous peoples

- **1SS-E6. Describe the political, religious, and economic aspects of North American colonization, with emphasis on:**

  PO 1. the reasons for colonization, including religious freedom, desire for land, economic opportunity, and a new life

  PO 2. the meaning and importance of the Mayflower Compact

  PO 3. the importance of the religious aspects of the earliest colonies in shaping the new nation and American principles

  PO 4. key differences among the three colonial regions and the significance of key individuals who founded the colonies, including William Penn, Lord Baltimore, and Roger Williams

  PO 5. interactions between American Indians and European settlers, including the agricultural and cultural exchanges and alliances and reasons for, and the results of, the conflicts

PO 6. the introduction and institutionalization of slavery, including the slave trade in Africa and the Middle Passage

PO 7. the early representative government and democratic practices that emerged, including town meetings and colonial assemblies

- **1SS-E7. Describe the causes, key individuals, and consequences of the American Revolution, with emphasis on:**

PO 1. the causes, including the Tea Act, the Stamp Act, and the formation of the Sons of Liberty

PO 2. major turning points in the Revolutionary War and the importance of aid from France

PO 3. the influence of key personalities, including King George III, John Adams, Thomas Jefferson, George Washington, Patrick Henry, and Thomas Paine

ESSENTIALS (Grades 6-8)

Students know and are able to do all of the above and the following:

- **1SS-E8. Demonstrate and apply the basic tools of historical research, including how to construct time lines, frame questions that can be answered by historical study and research, and analyze and evaluate historical materials offering varied perspectives, with emphasis on:**

(Note: Historical research skills and analytical skills. These are to be learned and applied to the content standards for grades 6-8)

PO 1. constructing and interpreting graphs and charts using historical data

PO 2. constructing various time lines of key events, people, and periods of the historical era being studied

PO 3. framing questions that can be answered by historical study and research

PO 4. describing the difference between a primary source document and a secondary source document and the relationships between them

PO 5. assessing the credibility of primary and secondary sources and drawing sound conclusions from them

PO 6. analyzing a historical source and identifying the author's main points, purpose, opinions versus facts, and what other authors say about the same topic

PO 7. examining different points of view on the same historical events and determining the context in which the statements were made, including the questions asked, the sources used, and the author's perspectives

PO 8. recognizing the difference between cause and effect and a mere sequence of historical events

FOCUS: World History (Ancient Civilizations through the Age of Exploration)

- **1SS-E9. Describe the geographic, political, economic, and social characteristics of the ancient civilizations of Egypt, Mesopotamia, and China and their contributions to later civilizations, with emphasis on:**

  PO 1. the importance of river valleys to their development and, specifically, the Nile, Tigris and Euphrates, and the Huang

  PO 2. the forms of government they created, including the theocracies in Egypt and the dynasties in China

  PO 3. the religious traditions and how they shaped culture

  PO 4. the impact of irrigation, agriculture, and the domestication of animals

  PO 5. the cultural and scientific contributions, including writing systems, calendars, and building of monuments such as the Pyramids

- **1SS-E10. Describe the geographic, political, economic, and social characteristics of the Aztecs, Mayas, and Mound Builders and their contributions to later civilizations, with emphasis on:**

  PO 1. their locations, landforms, and climate and their affect on the economies and trade systems

  PO 2. their forms of government

  PO 3. their traditions, customs and beliefs

  PO 4. the ways agriculture developed

  PO 5. the cultural and scientific contributions, including advances in astronomy, mathematics, and architecture; artistic and oral traditions; and development of writing systems and calendars

- **1SS-E11. Describe the major religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam, with emphasis on:**

  PO 1. their geographic origins

  PO 2. the founding leaders and their teachings

  PO 3. their traditions, customs, and beliefs

- **1SS-E12. Describe the geographic, political, economic, and social characteristics of the Ancient Greek and Roman civilizations and their enduring impact on later civilizations, with emphasis on:**

  PO 1. the influence of the geography of the Mediterranean on the development and expansion of the civilizations

  PO 2. the development of concepts of government and citizenship, specifically democracy, republics, and codification of law

  PO 3. scientific and cultural advancements, including networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, and philosophy

  PO 4. the contributions and roles of key figures, including Socrates, Alexander the Great, Cleopatra, Julius Caesar, and Augustus

- **1SS-E13. Describe the political and economic events and the social and geographic characteristics of Medieval European life and their enduring impacts on later civilizations, with emphasis on:**

  PO 1. the creation and expansion of the Byzantine empire and the reasons for the fall of Rome

  PO 2. the new forms of government, feudalism, and the beginning of limited government with the Magna Carta

  PO 3. the role of the Roman Catholic church and its monasteries, including the affect on education and the arts

  PO 4. the Crusades, including how they helped to introduce Muslim ideas and products to Europe

  PO 5. the impact of the Black Plague, including how it contributed to an end to the feudal system

  PO 6. contributions and roles of key figures, including Charlemagne, Joan of Arc, and Marco Polo

- **1SS-E14. Describe how the Renaissance and Reformation influenced education, art, religion, and government in Europe, with emphasis on:**

  PO 1. the revival of classical learning and humanism

  PO 2. the commerce developed by the Italian city-states

  PO 3. the development of Renaissance artistic and literary traditions, including the works of Michelangelo, Leonardo daVinci, and Shakespeare

  PO 4. the impact of Gutenberg's invention of the printing press

  PO 5. the development of Protestantism through the ideas and actions of Martin Luther and John Calvin

  PO 6. religious conflicts and persecutions, including the Inquisition

- **1SS-E15. Analyze the origins, obstacles, and impacts of the Age of Exploration, with emphasis on:**

  PO 1. improvements in technology, including the compass and the work of Prince Henry the Navigator

  PO 2. the voyages of Columbus to the New World and the subsequent searches for the Northwest Passage

  PO 3. the introduction of disease and the resulting population decline, especially to New World peoples

  PO 4. Columbian exchanges of technology, ideas, agricultural products and practices

FOCUS: United States and Arizona History (the American Revolution through Reconstruction)

- **1SS-E16. Explain the economic and political reasons for the American Revolution, with emphasis on:**

  PO 1. the attempts to regulate colonial trade, including the Tea Act, Stamp Act, and Intolerable Acts

  PO 2. the colonists' reaction to British policy, including the boycotts, the Sons of Liberty, and petitions and appeals to Parliament

  PO 3. the ideas expressed in the Declaration of Independence

- **1SS-E17. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, with emphasis on:**

  PO 1. the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence

  PO 2. the major debates of the Constitutional Convention and their resolution

  PO 3. the contributions and roles of major individuals in the writing and ratification of the Constitution, including George Washington, James Madison, Alexander Hamilton, and John Jay

  PO 4. Struggles over ratification of the Constitution and the creation of the Bill of Rights

- **1SS-E18. Describe the actions taken to build one nation from thirteen states, with emphasis on:**

  PO 1. the precedents established by George Washington, including the cabinet and two terms of the presidency

  PO 2. Alexander Hamilton's actions to create a financially strong nation, including the creation of a National Bank and payment of debts

  PO 3. the creation of political parties, including the ideals of the Democratic Republicans and the Federalists

- **1SS-E19. Describe the successes and failures of the reforms during the Age of Jacksonian Democracy, with emphasis on:**

  PO 1. the extension of the franchise to all white men

  PO 2. Indian removal, including the Trail of Tears

  PO 3. the abolition movement, including the role of the Quakers, Harriet Tubman, and the Underground Railroad

  PO 4. Suffrage for women, including Seneca Falls and Elizabeth Cady Stanton

- **1SS-E20. Describe the aims and impact of the Western expansion and settlement of the United States, with emphasis on:**

  PO 1. how and from whom the United States acquired the Northwest Territory, Louisiana Territory, Florida, Texas, Oregon Country, the Mexican Cession and the Gadsden Territory

PO 2. how geography and economic incentives influenced early American explorations, including those of Lewis and Clark, James O. Pattie and the fur trade

PO 3. the American belief in Manifest Destiny, including how it led to the Mexican War

PO 4. reasons for, and destination of, the major westward migrations, including Oregon, California, and the Mormon settlements of Utah and Arizona

PO 5. the impact of westward expansion on American Indian nations, including broken treaties and the Long Walk of the Navajos

- **1SS-E21. Explain how sectionalism caused the Civil War, with emphasis on:**

PO 1. the different natures of the economies of the North, South, and West

PO 2. the addition of new states to the Union and the balance of power in the Senate, including the Missouri and 1850 Compromises

PO 3. the extension of slavery into the territories, including the Dred Scott Decision, the Kansas-Nebraska Act, and the role of abolitionists such as Frederick Douglass and John Brown

PO 4. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates

PO 5. the presidential election of 1860, Lincoln's victory, and the South's secession

- **1SS-E22. Explain the course and consequences of the Civil War and how it divided the American people, with emphasis on:**

PO 1. the unique nature of the Civil War, including the impact of Americans fighting Americans, the high casualties caused by disease and the type of warfare, and the widespread destruction of American property

PO 2. contributions and significance of key individuals, including Abraham Lincoln, Robert E. Lee, William Tecumseh Sherman, and Ulysses S. Grant

PO 3. the major turning points of the Civil War, including Gettysburg

PO 4. the role of African-Americans

PO 5. the purpose and effect of the Emancipation Proclamation

PO 6. the strategic importance of the Southwest as both sides attempted to secure a route to California

- **1SS-E23. Analyze the character and lasting consequences of Reconstruction, with emphasis on:**

  PO 1. Lincoln's plans for reconstruction of the South

  PO 2. Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of Andrew Johnson

  PO 3. attempts to protect the rights of, and enhance opportunities for, the freedmen, including the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution

  PO 4. the rise of the Ku Klux Klan and the development of Jim Crow laws following Reconstruction

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **1SS-P1. Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.**

(Note: Historical research skills and analytical skills. These skills are to be earned and applied to the content standards for grades 9-12.)

  PO 1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned and analyze how change occurs

  PO 2. Analyze how change occurs

  PO 3. Use a variety of maps and documents to interpret human movement and the diffusion of ideas, technological innovations, and goods

- **1SS-P2. Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within primary and secondary sources.**

(Note: Historical research skills and analytical skills. These skills are to be earned and applied to the content standards for grades 9-12)

  PO 1. Identify community resources that preserve historical information--such as libraries, museums, historical societies, a courthouse, the world wide web, family records, elders--and explain how to access this knowledge

  PO 2. Identify an author's argument, viewpoint, or perspective in an historical account

PO 3. Distinguish "facts" from author's opinions, and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about a subject

PO 4. Compare and contrast different accounts of the same event, including hypothesizing reasons for differences and similarities, authors' use of evidence, and distinctions between sound generalizations and misleading oversimplifications

- **1SS-P3. Develop historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded.**

(Note: Historical research skills and analytical skills. These skills are to be learned and applied to the content standards for grades 9-12.)

PO 1. Show connections between particular events and larger social, economic, and political trends and developments

PO 2. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values

PO 3. Hypothesize how events could have taken different directions

FOCUS: World History (Age of Enlightenment to Modern Age)

- **1SS-P4. Describe the democratic and scientific revolutions as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, with emphasis on:**

PO 1. the Copernican view of the universe and Newton's natural laws

PO 2. conflict between religion and the new scientific discoveries, including the impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe

PO 3. ideas that led to parliamentary government and the rights of Englishmen through the Puritan revolt and the Glorious Revolution

PO 4. the worldwide spread of the ideas of the American Revolution

PO 5. challenges to absolute monarchy, including the French Revolution

PO 6. the Napoleonic Era, including the codification of law

PO 7. Latin America's wars of independence, including Simon Bolivar

- **1SS-P5. Explain the causes and effects of the Industrial Revolution, with emphasis on:**

  PO 1. how scientific and technological changes promoted industrialization in the textile industry in England

  PO 2. the impact of the growth of population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe

  PO 3. the evolution of work and the role of labor, including the demise of slavery, division of labor, union movement, and impact of immigration

  PO 4. the political and economic theories of capitalism and socialism, including Adam Smith and Karl Marx

- **1SS-P6. Analyze patterns of change during the nineteenth century era of imperialism from varied perspectives, with emphasis on:**

  PO 1. the clash between cultures, including the Zulu wars in Africa, the Sepoy Rebellion in India, and the Boxer Rebellion in China

  PO 2. the development of the British Empire around the world

  PO 3. the nationalism that led to conflict between European nations as they competed for raw materials and markets, including the rush for colonies in Africa and Asia

  PO 4. the immediate and long-term responses by people under colonial rule

- **1SS-P7. Trace the causes, effects and events of World War I, with emphasis on:**

  PO 1. the rise of nationalism, including the unification of Germany and Otto Von Bismarck's leadership

  PO 2. the rise of ethnic and ideological conflicts, including the Balkans, Austria-Hungary, and the decline of the Ottoman Empire

  PO 3. the importance of geographic factors in military decisions and outcomes

  PO 4. the human costs of the mechanization of war such as the machine gun, airplane, gasoline, submarine, trench warfare, and tanks

  PO 5. the effects of the Russian Revolution and the implementation of communist rule

  PO 6. the conditions and failures of the Treaty of Versailles and the League of Nations

- **1SS-P8. Analyze the causes and events of World War II, with emphasis on:**

  PO 1. the rise of totalitarianism and militarism in Japan and Germany

  PO 2. Nazi Germany's attempts to eliminate the Jews and other minorities through the Holocaust

  PO 3. influence of world conflicts prior to World War II, including the Spanish Civil War, Italian invasion of Ethiopia, and the Japanese invasion of Manchuria

  PO 4. Germany's aggression that led to the war, including England's attempts at appeasement

  PO 5. the Stalin-Hitler Pact of 1939 and the invasion of Poland

  PO 6. the political, diplomatic and military leadership, including Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, George Patton, and Rommel

  PO 7. the principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes, including Pearl Harbor, D day invasion, the use of the atomic bomb, and the reasons for the Allied victory

- **1SS-P9. Analyze the international developments after World War II and during the Cold War, with emphasis on:**

  PO 1. war crimes trials, including the Nuremberg Trials

  PO 2. the creation of the modern state of Israel and conflicts in the Middle East

  PO 3. the rebuilding of Western Europe, including the Marshall Plan and NATO

  PO 4. Soviet control of Eastern Europe, including the Warsaw Pact and Hungarian Revolt

  PO 5. the creation and role of the United Nations, including the Security Council

  PO 6. Mao Tse-tung and the Chinese Revolution, including the Long March, Taiwan, and the Cultural Revolution

  PO 7. the legacy of genocide from totalitarian regimes, including Stalin, Hitler, Mao, and Pol Pot

  PO 8. the reasons for the collapse of the Soviet Union and end of communism in Europe

- **1SS-P10. Evaluate the ideologies and outcomes of independence movements in the developing world, with emphasis on:**

  PO 1. French Indochina and the Vietnam War, including the role of Ho Chi Minh

  PO 2. Gandhi's non-violence movement for India's independence

  PO 3. the fight against apartheid in South Africa and evolution from white minority government, including the role of Nelson Mandela

  PO 4. the struggle for democracy in Latin America

  PO 5. the Mexican Revolution, including land and labor reforms

FOCUS: United States/Arizona Modern History (Industrial Revolution to Current Issues)

- **1SS-P11. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, with emphasis on:**

  PO 1. the forces behind the quick and successful growth of the United States, including geographic security, abundant natural resources, heavy foreign investment, individual and economic freedoms, skilled but cheap and mobile labor, and use of tariffs and subsidies

  PO 2. innovations in technology, evolution of marketing techniques, and changes to the standard of living

  PO 3. the development of monopolies and their impact on economic and political policies, including laissez faire economics and the ideas of Social Darwinism

  PO 4. the growth of cities created by the influx of immigrants and rural-to-urban migrations of Americans and the racial and ethnic conflicts that resulted

  PO 5. the efforts of workers to improve working conditions, including organizing labor unions and strikes, and the reaction of business, including strikebreakers, and the Bisbee Deportation

  PO 6. Populism and William Jennings Bryan, Jane Addams, muckrakers, and the economic problems faced by farmers

  PO 7. Theodore Roosevelt's reforms in trustbusting and conservation of natural resources such as national parks like the Grand Canyon and reclamation projects like the Salt River Project

PO 8. progressive reforms, including the national income tax, direct election of Senators, women's Suffrage, Prohibition, and Arizona's Constitution

- **1SS-P12. Analyze the development of the American West and specifically Arizona, with emphasis on:**

  PO 1. the availability of cheap land and transportation, including the role of the railroads and the use of immigrant Chinese and Irish labor

  PO 2. the development of resources and the resulting population and economic patterns, including mining, ranching, and agriculture

  PO 3. the effects of development on American Indians and Mexican Americans, including Indian Wars, establishment of reservations, and land displacement

- **1SS-P13. Analyze the United States' expanding role in the world during the late nineteenth and early twentieth centuries, with emphasis on:**

  PO 1. the causes for a change in foreign policy from isolationism to intervention

  PO 2. the debate between pro- and anti-imperialists over taking the Philippines

  PO 3. the results of the Spanish American War

  PO 4. the expanding influence in the Western hemisphere, including the Panama Canal

  PO 5. the events that led to United States involvement in World War I and the United States' impact on the outcome

  PO 6. the impact of World War I on the United States, including the Red Scare

  PO 7. Wilson's involvement in the peace process and the United States rejection of the League of Nations

- **1SS-P14. Analyze the major political, economic, and social developments that occurred between World War I and World War II, including the causes and effects of the Great Depression, with emphasis on:**

  PO 1. social liberation and conservative reaction during the 1920's, including flappers, Prohibition, Harlem Renaissance, and the Scopes trial

  PO 2. the rise of mass production techniques and the impact of the automobile and appliances on the prosperity and standard of living for many Americans

  PO 3. the causes of the Great Depression, including unequal distribution of income, weaknesses in the farm sector, and the policies of the Federal Reserve Bank

PO 4. the human and natural crises of the Great Depression, including unemployment, food lines, Dust Bowl, and the western migration of Midwest farmers

PO 5. the policies and controversies that emerged from the New Deal, including the works programs, farm supports, social security, advances in organized labor, challenges to the Supreme Court, and impacts in Arizona such as the Navajo Livestock Reduction

- **1SS-P15. Analyze the role of the United States in World War II, with emphasis on:**

PO 1. reasons the United States moved from a policy of isolationism to international involvement, including Pearl Harbor

PO 2. events on the home front to support the war effort, including war bond drives, the mobilization of the war industry, women and minorities in the work force, including Rosie the Riveter; the internment of Japanese-Americans, including the camps in Poston and on the Gila River Indian Reservation, Arizona

PO 3. Arizona contributions to the war effort, including the Navajo Code Talkers, Ira Hayes, and local training bases

PO 4. postwar prosperity and the reasons for it

- **1SS-P16. Analyze the impact of World War II and the Cold War on United States foreign policy, with emphasis on:**

PO 1. the implementation of the foreign policy of containment, including the Truman Doctrine, the Berlin Blockade, Berlin Wall, Bay of Pigs, Korea, and Vietnam

PO 2. the Red Scare, including McCarthyism and the House Un-American Activities Committee

PO 3. nuclear weapons and the arms race

PO 4. Sputnik and the space race

PO 5. Arizona's industrial development, movement to the suburbs, and growth in the "Sunbelt"

- **1SS-P17. Analyze the development of voting and civil rights in the United States, with emphasis on:**

PO 1. intent and impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution

PO 2. segregation as enforced by Jim Crow laws

PO 3. the use of the judicial system to secure civil rights, including key court cases such as Brown v. Board of Education of Topeka

PO 4. the role and methods of civil rights advocates, including Martin Luther King, Jr., Malcolm X, Rosa Parks, and Cesar Chávez

PO 5. the passage and effect of voting rights legislation, including 1964 Civil Rights Act, Voting Act of 1965, and the Twenty-fourth Amendment to the Constitution

PO 6. the effects of the women's rights movement

- **1SS-P18. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the United States, with emphasis on:**

PO 1. impact of changing technology on America's living patterns, popular culture, and the environment, including the impact of automobiles, dams, and air-conditioning to Arizona's development

PO 2. reasons for, and impact of, the nation's changing immigration policy, including Mexico-United States border issues

PO 3. the persistence of poverty, and the Great Society's attempt to alleviate it

PO 4. the "Watergate Scandal" and its impact on American attitudes about government

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **1SS-D1. Analyze historical and current events as a historian using primary and secondary sources to evaluate the legitimacy of the commentaries of an event and draw conclusions, with emphasis on:**

PO 1. what happened, drawing from both written sources and narratives

PO 2. what is accurate information and what is inaccurate information

PO 3. what was the significance of the event with focus on what can legitimately be concluded as impacts or results of the event

- **1SS-D2. Use historical knowledge to draw conclusions in an attempt to explain where specific current events will lead, with emphasis on:**

PO 1. drawing historical analogies and defending why any given current event is like an historical event, including the lessons to be learned

PO 2. describing a current event in detail with depth of understanding of the events history, geography, politics and economics

PO 3. evaluating an historical piece of literature, either fiction or non-fiction

Social Studies Standards

STANDARD 2: CIVICS/GOVERNMENT

Students understand the ideals, rights, and responsibilities of citizenship, and the content, sources, and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national, and international levels.

READINESS (Kindergarten)

Students know and are able to:

- **2SS-R1. Describe how a good citizen conducts oneself, with emphasis on:**

  PO.1. why we have rules and the consequences of breaking them

  PO 2. identifying examples of honesty, courage, cooperation, and patriotism in literature

  PO 3. people who help keep us safe in our communities (police, firefighters, nurses, doctors)

- **2SS-R2. Recognize national symbols and icons that represent American democracy and values, with emphasis on:**

  PO 1. the national flag and the state flag

  PO 2. the bald eagle and the Statue of Liberty

  PO 3. the Pledge of Allegiance and the National Anthem

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **2SS-F1. Describe the varied backgrounds of people living in the United States and the ways they have become members of one nation, with emphasis on:**

  PO 1. our shared principles, goals, customs, and traditions

  PO 2. the diversity in one's school and community and the benefits and challenges of a diverse population

- **2SS-F2. Identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and sense of community across time, with emphasis on:**

  PO 1. the Pledge of Allegiance, and the songs that express American ideals, including the National Anthem and America the Beautiful

  PO 2. the significance of the national holidays and the heroism and achievements of the people associated with them, including Thanksgiving, Presidents' Day, Martin Luther King, Jr. Day, the Fourth of July, Labor Day, and Veterans Day

  PO 3. the American symbols, landmarks, and essential documents, including the Declaration of Independence, the flag, the bald eagle, and the Statue of Liberty

- **2SS-F3. Describe the rights and responsibilities of citizenship, with emphasis on:**

  PO 1. the elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated

  PO 2. the importance of participation and cooperation in a classroom and community

  PO 3. why we have rules and the consequences for violating them

  PO 4. the responsibility of voting

- **2SS-F4. Describe the basic structure and concepts of the United States government, with emphasis on:**

  PO 1. making of rules by direct democracy and by representative democracy

  PO 2. the three branches of government as represented by the president, Congress, and the Supreme Court

  PO 3. how Arizona and the other states combine to make a nation

  PO 4. the levels of government, including the role of local, tribal, state, and national governments

ESSENTIALS (Grades 4-5)

Students know and are able to do all of the above and the following:

FOCUS: America

- 2SS-E1. Describe the narrative of the people and events associated with the development

of the United States Constitution and describe its significance to the foundation of the American republic, with emphasis on:

PO 1. the colonists' shared sense of individualism, independence, and religious freedom that developed before the Revolution

PO 2. the Articles of Confederation

PO 3. the purpose of the Constitutional Convention

PO 4. the natural rights expressed in the Declaration of Independence

PO 5. the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin

- **2SS-E2. Describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, with emphasis on:**

PO 1. the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty

PO 2. how the Constitution is designed to secure our liberty by both empowering and limiting central government

PO 3. struggles over ratification and the creation of the Bill of Rights

PO 4. the separation of powers between the Congress, the president, and the Supreme Court

ESSENTIALS (Grades 6-8)

Students know and are able to do all of the above and the following:

- **2SS-E3. Describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, with emphasis on**:

PO 1. ideas of the nature of government and rights of individuals expressed in the Declaration of Independence with its roots in British philosophers such as John Locke

PO 2. the concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights

PO 3. the social covenant established in the Mayflower Compact

PO 4. the characteristics of republican and representative governments

PO 5. anti-Federalist and Federalist arguments for and against the new Constitution, including those expressed in The Federalist Papers

PO 6. the concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances

- **2SS-E4. Identify concepts of government as expressed in the United States Constitution and explain the powers granted to the three branches of government and those reserved to the states, with emphasis on:**

PO 1. the federal system dividing sovereignty between the states and the federal government

PO 2. the separation of powers through the development of the executive, legislative, and judicial branches of government

PO 3. John Marshall's role in judicial review, including Marbury v. Madison

- **2SS-E5. Identify and describe a citizens' fundamental constitutional rights, with emphasis on:**

PO 1. freedom of religion, expression, assembly, and press

PO 2. right to a fair trial

PO 3. equal protection and due process

- **2SS-E6. Describe the structure, functions, and powers of the Arizona state and local governments and their relationship to the federal government, with emphasis on:**

PO 1. the purposes of the Arizona Constitution

PO 2. the roles and methods of initiative, referendum, and recall processes

PO 3. the function of multiple executive offices

PO 4. the election process, including primaries and general elections

PO 5. the criminal justice system, including juvenile justice

PO 6. the roles and relationships of different levels of government, including federal, state, county, city/town, and tribal

- **2SS-E7. Explain the obligations and responsibilities of citizenship, with emphasis on**:

  PO 1. the obligations of upholding the Constitution, obeying the law, paying taxes, and registering for selective service and jury duty

  PO 2. involvement in political decision-making, including voting, petitioning public officials, and analyzing issues

- **2SS-E8. Explain the significance of famous speeches to the duties of citizenship, with emphasis on:**

  PO 1. George Washington's Farewell Address

  PO 2. Abraham Lincoln's Gettysburg Address

  PO 3. Martin Luther King, Jr.'s "I Have a Dream" speech

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- 2SS-P1. Explain the philosophical foundations of the American political system in terms of the inalienable rights of man and the purpose of government, with emphasis on:

  PO 1. the basic principles of natural rights expressed by John Locke, including the state of nature, property, equality, and dissolution of government (Second Treatise of Government)

  PO 2. the foundational principles of laws by William Blackstone including the nature of laws in general and the absolute rights of individuals (Commentaries on the Laws of England)

  PO 3. the importance to the Founders of the rights of Englishmen, the Magna Carta, the representative government in England, and the English Bill of Rights

  PO 4. the fundamental principles in the Declaration of Independence

  PO 5. the moral and ethical ideals which have their antecedent in the Judeo-Christian tradition

- **2SS-P2. Analyze the historical sources and ideals of the structure of the United States government, with emphasis on:**

  PO 1. the principles of democracy and republican form of government developed by the Greeks and Romans, respectively

PO 2. separation of powers (Charles de Montesquieu)

- **2SS-P3. Analyze why and how the United States Constitution was created by the framers, with emphasis on:**

  PO 1. failures of the Articles of Confederation that led to the Philadelphia Convention

  PO 2. proposals for representation in the Virginia and the New Jersey Plans that led to the Great Compromise

  PO 3. development of a federal system of government reserving powers to the states and the people

  PO 4. the Federalist and anti-Federalist positions

  PO 5. the development of state constitutions and how this experience influenced the framing of the United States Constitution and Bill of Rights

- **2SS-P4. Analyze the structure, powers, and roles of the legislative branch of the United States government, with emphasis on:**

  PO 1. specific powers delegated in Article I of the Constitution, checks and balances such as veto override, impeachment, Senate confirmation of appointments, and treaties

  PO 2. the role of competing factions (The Federalist Number 10)

  PO 3. how the lawmaking process operates, including the role of leadership within Congress

  PO 4. the influence of the unelected such as staff, lobbyists, and special interest groups

- **2SS-P5. Analyze the structure, powers, and roles of the executive branch of the United States government, with emphasis on:**

  PO 1. specific powers delegated in Article II of the Constitution, including checks and balances such as the veto and judicial appointment power

  PO 2. the roles and duties of the presidency and the development and function of the executive branch, including the cabinet and federal bureaucracy

  PO 3. election of the president through the nomination process, national conventions, and electoral college

- **2SS-P6. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions, with emphasis on:**

  PO 1. specific powers delegated by the Constitution in Article III and judicial review developed in Marbury v. Madison (The Federalist Number 80)

  PO 2. A dual court system of state and federal courts

- **2SS-P7. Analyze the division and sharing of power within the federal system of government, with emphasis on:**

  PO 1. federalism, expressed powers, implied powers, inherent powers, and concurrent powers

  PO 2. state sovereignty, the reserved powers, and the resulting conflicts between federal, state, and local governments (The Federalist Number 45)

  PO 3. the issues of federalism raised in McCulloch v. Maryland

  PO 4. The sovereignty of tribal governments

- **2SS-P8. Analyze the rights, protections, limits, and freedoms included in the United States Constitution and the Bill of Rights, with emphasis on:**

  PO 1. Constitutional mandates such as the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws

  PO 2. the First Amendment guarantees of freedom of religion, speech, press, assembly, and petition

  PO 3. the Second Amendment right to bear arms

  PO 4. the Fourth, Fifth, and Sixth Amendments of search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections

  PO 5. the Fourteenth Amendment protection of due process and equal protection under the law

  PO 6. conflicts which occur between rights, including the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights

- **2SS-P9. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution, with emphasis on:**

  PO 1. direct democracy by initiative, referendum, and recall processes

PO 2. the election process including redistricting, voter registration, and primaries

PO 3. Arizona's legislature, its structure, how a bill becomes law, and the impeachment process

PO 4. the five major executive officers and their specific powers

PO 5. Arizona's courts, appointment of judges, and elections to retain positions

- **2SS-P10. Demonstrate skills related to the duties and obligations of citizenship needed to participate in America's government, with emphasis on:**

PO 1. the connections between self-interest, the common good, and the essential element of civic virtue (George Washington's Farewell Speech)

PO 2. obeying the law, serving on juries, paying taxes, voting, and military service

PO 3. analyzing public issues, policy making, and evaluating candidates and their positions

- **2SS-P11. Compare the United States system of politics and government to other systems of the world, with emphasis on:**

PO 1. advantages and disadvantages of unitary, confederate, and federal systems

PO 2. the ways powers are distributed and shared in a parliamentary system

PO 3. free versus totalitarian systems of government

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **2SS-D1. Analyze the historical and philosophical underpinnings of United States Constitution and government, and the underlying democratic theory and pluralism, with emphasis on:**

PO 1. concepts of Common Law as developed in England and expressed in Sir William Blackstone's Commentaries on the Laws of England

PO 2. the nature of government expressed in John Locke's Second Treatise of Civil Government

PO 3. foundations of representative government established in the English House of Commons

PO 4. foundations of fair trial and the rights of the accused established in English Common Law and the English justice system

PO 5. Puritan beliefs in work ethic and congregational participation in decision-making

PO 6. the argument for freedom of speech and press established in the trial of John Paul Zenger (1735)

PO 7. an evaluation of the elitist view developed by Charles A Beard in An Economic Interpretation of the Constitution (1913)

PO 8. concepts of limitation of government power through separation of power expressed in The Federalist Numbers 1, 47, 48, and 51

PO 9. concepts of federalism expressed in The Federalist Numbers 16, 17, & 39

PO 10 reflections of the American democracy detailed by Alexis de Tocqueville in Democracy In America

PO 11 the argument for federal supremacy by the U.S. Supreme Court in McCulloch v. Maryland

PO 12 An evaluation of elitist and pluralist theories of government

- **2SS-D2. Evaluate American culture, political beliefs and behaviors of individuals in the political process, with emphasis on:**

PO 1. origins of American political culture, including the role of family and religion and the means by which schools and the media act to perpetuate or change beliefs

PO 2. the evidence of shared beliefs in liberty, democracy, equality of opportunity, individualism, civic duty

PO 3. ways in which individuals choose to express their beliefs

PO 4. the difference between political culture and ideology

PO 5. recognize ideological perspectives including conservative, liberal, progressive and libertarian

PO 6. what leads individuals to differ in political beliefs and behaviors

PO 7. evaluation of divergent views of political process held by specific ethnic and regional groups and the political ramifications of these differences

PO 8. processes by which citizens learn about politics

PO 9. nature, sources, and consequences of public opinion

PO 10 factors in voting and other means of political participation

- **2SS-D3. Evaluate political parties, interest groups, and mass media, including the mechanisms of organizing that facilitate the communication of interests and preferences by like-minded citizens, with emphasis on:**

PO 1. political parties and elections, including their functions, organization, historical development, and effects on the political process

PO 2. interest groups and Political Action Committees (PACs), their activities, and the way they influence the political process and policymaking

PO 3. the mass media, their functions and structures, and the way media influences the political process and policymaking

- **2SS-D4. Evaluate and analyze the organization, power and interrelationships of institutions of national government: the Congress, the presidency, the bureaucracy, and the federal courts, with emphasis on:**

PO 1. the major formal and informal institutional arrangements of powers

PO 2. the relationships among these four institutions

PO 3. the links between these institutions and political parties, interest groups, the media, subnational governments, and public opinion

- **2SS-D5. Analyze the interactions, dynamics, actors, interests, institutions and processes that result in the formation of policy in the United States, with emphasis on:**

PO 1. the development of policy agendas

PO 2. the role and processes in policymaking of the Congress, president, bureaucracy and the courts

PO 3. an analysis of policymaking relationships, including iron triangles and issues networks

PO 4. evaluating policymaking in terms of cost/benefit analysis, recognizing perceptions of gaining or losing a benefit

PO 5. recognizing linkages between policy processes and the following: political institutions and federalism, political parties, interest groups, public opinion

- **2SS-D6. Develop and defend issues involving civil rights and civil liberties, with emphasis on:**

  PO 1. analysis of the workings of the Supreme Court

  PO 2. legal and political evolution of court decisions

  PO 3. development of civil liberties and civil rights by judicial interpretation

  PO 4. assessment of the strengths and weaknesses of Supreme Court decisions as tools for change

  PO 5. knowledge of substantive rights and liberties

  PO 6. the impact of the Fourteenth Amendment on the constitutional development of rights and liberties

Social Studies Standards

STANDARD 3: GEOGRAPHY1

Students analyze locations, regions, and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

READINESS (Kindergarten)

Students know and are able to:

- **3SS-R1. Demonstrate understanding of the concept of location, with emphasis on:**

  PO 1. determining the relative location of objects using the terms near/far, behind/in front, over/under

  PO 2. constructing maps of a classroom

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **3SS-F1. Construct and interpret maps and other geographic tools, including the use of map elements to organize information about people, places, and environments, with emphasis on:**

  PO 1. identifying the characteristics and purposes of maps, globes, and other geographic tools

  PO 2. identifying and using symbols, the compass rose, cardinal directions, and a grid system to locate places of significance on maps and globes

  PO 3. making a map using a title, compass rose, legend, scale, and grid system

  PO 4. using a spatial perspective to plan a safe route from a home to school

  PO 5. using a globe and an atlas to locate a student's city and state

  PO 6. measuring distance on a map

  PO 7. labeling the continents, oceans, and major mountain ranges on a map

- **3SS-F2. Identify natural and human characteristics of places and how people interact with and modify their environment, with emphasis on:**

  PO 1. natural characteristics of places, including land forms, bodies of water, natural resources, and weather

  PO 2. human characteristics of places, including houses, schools, neighborhoods, and communities

  PO 3. the relationship between the physical features and the location of human activities

  PO 4. how people depend on the physical environment and its natural resources to satisfy their basic needs

  PO 5. how people can conserve and replenish certain resources

  PO 6. the ways in which people have used and modified resources in the local region, including dam construction, building roads, building cities, and raising crops

ESSENTIALS (Grades 4-5)

Students know and are able to do all of the above and the following:

FOCUS: Arizona

- **3SS-E1. Demonstrate understanding of the physical and human features that define places and regions in Arizona, including the use of geographic tools to collect, analyze, and interpret data, with emphasis on:**

  PO 1. identifying Arizona as part of the Southwestern region of the United States

  PO 2. explaining and using map titles, symbols, scale, cardinal and intermediate directions, and elevation on maps of Arizona

  PO 3. locating and comparing the three landform regions of Arizona--the plateau, mountain, and desert regions--according to their physical features, plants, and animals

  PO 4. the location and description of the important physical features in each landform region, including the Grand Canyon, Colorado River, and Mogollon Rim

  PO 5. the location and significance of the important human features of Arizona, including those in Phoenix, Tucson, Flagstaff, and Yuma

- **3SS-E2. Describe the impact of interactions between people and the natural environment on the development of places and regions in Arizona, including how people have adapted to and modified the environment, with emphasis on:**

  PO 1. the reasons for migration to, and the settlement and growth of, Phoenix, Mesa, Tucson, Flagstaff, Prescott andYuma, including mining, ranching, agriculture, and tourism

  PO 2. how places are connected by movement of people, goods, and ideas, including the connection of Mexico toArizona

  PO 3. routes to and through Arizona territory, including the Gila Trail

  PO 4. how people have depended on the physical environment and its natural resources to satisfy their basic needs, including the consequences of Arizonans' adaptation to, and modification of, the natural environment

FOCUS: United States

- **3SS-E3. Describe and locate the major natural and human features that define places and regions in the United States, with emphasis on:**

  PO 1. the concept of region as an area with unifying human or natural factors, including different geographic regions of the United States (e.g. Great Plains, Midwest, Northeast, Pacific Coast, Rocky Mountain, Southeast, and Southwest)

  PO 2. interpreting information from a variety of maps and globes, including contour, population, natural resource and historical maps

  PO 3. after being given the latitude and longitude of important features in the United States, locating these features on a map important in the United States

  PO 4. the ways European colonists and American Indians viewed and used the environment

  PO 5. how and why people create boundaries

ESSENTIALS (Grades 6-8)

Students know and are able to do all of the above and the following:

- **3SS-E4. Demonstrate understanding of the characteristics, purposes, and use of geographic tools to locate and analyze information about people, places, and environments, with emphasis on:**

PO 1. ways to display geographic information and characteristics through maps, charts, and graphs

PO 2. purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images

PO 3. constructing and interpreting maps, charts, and geographic databases using geographic information

PO 4. drawing an accurate map after being given a description of a place

PO 5. identifying and locating physical and cultural features in the United States, and in regions of the world

PO 6. interpreting thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions studied

- **3SS-E5. Describe natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change, with emphasis on:**

PO 1. common characteristics of regions at local, national, and international scales on the basis of climate, landforms, ecosystems, and culture

PO 2. The concept of region and how and why regions change

PO 3. relationships and interactions among regions

PO 4. influences and effects of regional images, including why Arizona attracts tourists, retirees, and businesses

PO 5. how culture and economics give a place identity and meaning and affect the perception of places and regions, including the role of media images

PO 6. how places and regions serve as cultural symbols, including Jerusalem as a sacred place for Jews, Christians, and Muslims

- **3SS-E6. Describe the economic, political, cultural, and social processes that interact to shape patterns of human populations, interdependence, and cooperation and conflict, with emphasis on:**

PO 1. the demographic structure of a population and reasons for variation between places, including developing and developed nations

PO 2. the causes and types of human migration and its effect on places

PO 3. the causes and effects of settlement patterns, including how rural-to-urban migration leads to urbanization

PO 4. the distributions of cultures and how they create a cultural landscape, both locally and in other parts of the world

PO 5. the factors that influence the location, distribution and interrelationships of economic activities in difference regions

PO 6. how cooperation and conflict contribute to political, economic and social divisions, including European Union and the Balkans

PO 7. how cultural norms influence different economic activities of men and women in different regions, including literacy, occupations, clothing and property rights

PO 8. how changes in technology, transportation, communication, and resources affect the location of economic activities

- **3SS-E7. Explain the effects of interactions between human and natural systems, including the changes in the meaning, use, and distribution of natural resources, with emphasis on:**

PO 1. the physical processes that influence the formation and location of resources, including water inequities in Arizona

PO 2. consequences to humans of earthquakes, hurricanes, tornadoes, flash floods, and other natural hazards

PO 3. how and why humans modify ecosystems, including deforestation and desertification

PO 4. how changes in the natural environment can increase or diminish its capacity to support human activities

PO 5. how technological modification in one place often leads to changes in other locations, including how the control of rivers impacts the development of Arizona

PO 6. ways that humans depend upon limited resources and adapt to, and affect, the natural environment

PO 7. changing ideas and disagreements on the best use of natural resources

- **3SS-E8. Use geographic knowledge, skills, and perspectives to explain past, present, and future issues, with emphasis on:**

PO 1. how places and environments influence events and conditions in the past

PO 2. how geography is used to improve quality of life, including urban growth and environmental planning

PO 3. using geographic knowledge and skills to analyze contemporary issues, including the debate over water use and availability in Arizona

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

FOCUS: The Contemporary World

- **3SS-P1. Acquire, process, and analyze geographic information about people, places and environments by constructing, interpreting, and using geographic tools, with emphasis on:**

  PO 1. constructing and interpreting maps to infer geographic relationships, distributions, and features, including interpreting thematic maps of world population growth and United States and international time zones

  PO 2. selecting appropriate maps and other graphic representations to analyze geographic problems and changes, including aerial photography to analyze changes in land use, such as urban growth

- **3SS-P2. Analyze natural and human characteristics of places in the world studied to define regions, their relationships, and their pattern of change, with emphasis on:**

  PO 1. the interrelationships among natural and human processes that shape the geographic characteristics of regions, including connections among economic development, urbanization, population growth, and environmental change

  PO 2. applying the concept of region to organize the study of a geographic issue using multiple criteria

  PO 3. ways, places, and regions studied reflect economic, physical, and cultural changes and how their relationships, roles and patterns may change as a result

  PO 4. how the character and meaning of a place is related to its economic, social, and cultural characteristics and why different groups in society view places and regions differently

- **3SS-P3. Analyze how economic, political, cultural, and social processes interact to shape patterns and characteristics of human populations, interdependence, and cooperation and conflict, with emphasis on:**

PO 1. the interpretation of charts and graphics of population growth and demographics, including birth and death rates, population growth rates, doubling time and life expectancy

PO 2. the factors that contribute to human migration and the affect of migration on the character of places of origin and destination, including along the U.S.-Mexico border

PO 3. how cooperation and conflict are involved in shaping the distribution of political, social, and economic spaces on the Earth at different scales, including Israel and the Middle East, the former Soviet Union, and sub-Saharan Africa

PO 4. how differing points of view and self-interests play a role in conflict over territory and resources, including the impact of culture, politics, strategic locations, and resources

PO 5. the spread of cultural traits that lead to cultural convergence and divergence, including the widespread use of English and the role of the global media

PO 6. function and change in the size, structure, and arrangement of urban and suburban areas, including the growth of Arizona cities

PO 7. interrelationships among settlement, migration, population-distribution patterns, landforms, climates, and patterns of vegetation

- **3SS-P4. Analyze the interactions between human activities and the natural world in different regions, including changes in the meaning, use, distribution, and importance of natural resources, with emphasis on:**

PO 1. how the Earth's natural systems affect humans, including how climatic and seasonal changes impact different regions of the globe

PO 2. how humans perceive, react to, and prepare for natural hazards

PO 3. how changes in the natural environment can increase or diminish its capacity to support human activity

PO 4. ways technology has affected the definition and use of, as well as access to, resourcesand expanded human capacity to modify the natural environment

PO 5. the diversity and productivity of ecosystems

PO 6. policies and programs for resource use and management, including the trade-off between environmental quality and economic growth in the twentieth century

- **3SS-P5. Apply geographic knowledge of people, places, and environments to understand the past and present and plan for the future, with emphasis on:**

  PO 1. using geographic knowledge, skills, and perspectives to solve contemporary problems in the community and Arizona

  PO 2. how different viewpoints about place influence the development of policies designed to use and manage resources at local, national, and international scales

  PO 3. how changing perceptions of places and environments affect the choices of people and institutions, including where individuals choose to live and work

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **3SS-D1. Interpret a full range of geographic representations, with emphasis on:**

  PO 1. the mathematical location via map grids

  PO 2. the characteristics of a site

  PO 3. the characteristics of different projections

  PO 4. the definition and types of scale

  PO 5. map symbology/legends, including qualitative and quantitative aspects of points, lines, and areas

  PO 6. visual representation of geographic data that are best suited for different types of analyses

- **3SS-D2. Analyze the world's physical geography, including Earth/Sun systems, weather systems, climate patterns, biogeography patterns, ocean characteristics, and basic landform processes, with emphasis on:**

  PO 1. revolution and rotation, time, days, seasons, time zones, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic circles

  PO 2. climatic elements, the difference between weather and climate, convectional and cyclonic storms and the analysis of a weather map

  PO 3. climatic controls and relationship to latitude, altitude, and position on a continent

  PO 4. distribution patterns as related to climate, soils, and terrain

PO 5. major ocean currents and their affects on climate

PO 6. aolian, glacial, fluvial, wave, weathering, and mass wasting landform processes

- **3SS-D3. Interpret basic patterns of agricultural and rural land use, with emphasis on:**

PO 1. the locations of the key agricultural hearths and the distribution of agriculture on the surface of the Earth

PO 2. the relationship between agricultural land use and the natural environment

PO 3. crops cultivated in subsistence, plantation, and commercial agriculture and the methods of each

PO 4. similarities and differences between agricultural patterns in developed and developing countries, including the factors that contribute to crop selection

PO 5. effects of the Green Revolution (e.g., biotechnology)

PO 6. the environmental consequences of certain agricultural practices, including monoculture, extensive use of chemicals, overgrazing, crop rotation

PO 7. the application of Von Thunen's model to selected case studies

PO 8. alternative uses of rural land and the controversial issues pertaining to the use of rural land

PO 9. the relationships among social, economic, and political factors and agricultural land use

- **3SS-D4. Interpret basic patterns of industrial and economic development, with emphasis on:**

PO 1. the dynamic patterns of the space economy, such as categories of economic activity and comparative advantage

PO 2. the origin of industrialization and the diffusion of industry

PO 3. factors influencing the location of industry, including site factors, situation factors, distribution of industry worldwide

PO 4. the affects of industrialization on culture and the environment in terms of benefits, costs, pollution, land degradation, waste, and cultural locational patterns

PO 5. the components of industrial development: core periphery argument, dependency

theory, indicators of development, theories of economic development, self-sufficiency, international trade, tourism

- **3SS-D5. Interpret basic patterns of political geography, with emphasis on:**

PO 1. personal shape and territoriality; and perceptions of the political world

PO 2. the spatial organization of territory and the development of concepts of territory

PO 3. the concepts and history of geopolitics

PO 4. the political geography within a state

PO 5. the concepts of imperialism, colonialism, nationalism, decolonization, and current colonies

PO 6. issues of contemporary international relations

- **3SS-D6. Interpret basic patterns of population geography, with emphasis on:**

PO 1. population data reliability in terms of census biases, Choropleth Map implications, and population pyramids

PO 2. population growth patterns over time, including J-curve, global scale, concentrations of people in different regions, and basic concepts of density

PO 3. pros and cons of Thomas Malthus' concepts

PO 4. population structures, including population pyramids, dependency ratio, cohort, life expectancy, and gender patterns

PO 5. the demographic transition, including the European Model, rest of the world

PO 6. population policies in different regions, including the impacts of population on the environment

PO 7. the basic concepts of medical geography

PO 8. the basic processes and forces involved in migration, including catalysts and barriers, voluntary migration, push and pull factors, immigration policy, and forced migrations

- **3SS-D7. Interpret basic patterns of urban geography, including an analysis of case studies of urban growth, with emphasis on:**

PO 1. the basic concepts of urbanization, including the origin, evolution, and functions

of cities

PO 2. basic components of the built environment and social space, such as the central business district, suburbanization, and urban realms

Social Studies Standards

STANDARD 4: ECONOMICS

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices, and evaluate the choices of others as consumers, workers, and citizens participating in local, national, and global economies.

READINESS (Kindergarten)

Students know and are able to:

- **4SS-R1. Describe the way families produce, consume, and exchange goods and services in their community, with emphasis on:**

  PO 1. descriptions of work that people do

  PO 2. the need to make choices because resources are limited

  PO 3. recognizing various forms of United States money

  PO 4. how money is used to purchase goods and services

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **4SS-F1. Describe how scarcity affects students' daily lives, with emphasis on:**

  PO 1. the opportunity cost of a choice

  PO 2. natural resources, human resources, and capital resources, and how they are used to produce goods and services

  PO 3. the costs and benefits of personal spending and saving choices

- **4SS-F2. Describe the characteristics of production and exchange in an economy, with emphasis on:**

  PO 1. the use of money and barter in the exchange of goods and services

  PO 2. why some things are made locally, some elsewhere in the United States, and some in other countries

  PO 3. the work that people do to manufacture, transport, and market goods and services

PO 4. the interdependence of consumers and producers of goods and services

ESSENTIALS (Grades 4-5)

Students know and are able to do all of the above and the following:

- **4SS-E1. Use basic economic concepts such as trade, opportunity costs, specialization, voluntary exchange, and price incentives to examine historical events, with emphasis on:**

  PO 1. opportunity costs and their relationship to decision-making, including examples of decisions to send expeditions to the New World

  PO 2. how price incentives affect people's behavior and choices, including examples of colonial decisions about what crops to grow and products to produce

  PO 3. how specialization improves standards of living, including examples of how development of specific economies in the three colonial regions developed

  PO 4. how voluntary exchange helps both buyers and sellers, including examples from prehistoric and colonial trade in North America

  PO 5. how trade promoted economic growth in the colonies

- **4SS-E2. Describe the functions of the major institutions in the United States economy, with emphasis on:**

  PO 1. the private business function in producing goods and services

  PO 2. the bank function in providing checking accounts, savings accounts, and loans

  PO 3. the government function in taxation and providing certain goods and services

- **4SS-E3. Describe how consumers and businesses interact in the United States economy, with emphasis on:**

  PO 1. how competition, markets, and prices influence people's behavior

  PO 2. how people earn income by selling their labor to businesses

  PO 3. how entrepreneurs take risks to develop new goods and services to start a business

ESSENTIALS (Grades 6-8)

Students know and are able to do all of the above and the following:

- **4SS-E4. Apply the economic concepts of scarcity and choice, with emphasis on:**

  PO 1. how limited resources and unlimited human wants cause people to choose some things and give up others

  PO 2. scarcity, opportunity costs, and trade-offs, and how these concepts influence decision-making

  PO 3. how governments and businesses experience scarcity and must make choices

  PO 4. how scarcity influences personal financial choices, including budgeting, saving, investing, and credit

- **4SS-E5. Describe the economic benefits of specialization and exchange, with emphasis on:**

  PO 1. why specialization improves standards of living

  PO 2. how money, as opposed to barter, facilitates trading, borrowing, saving, investing, and the ability to compare the value of goods and services

- **4SS-E6. Describe how people respond to positive and negative incentives, with emphasis on:**

  PO 1. how profits provide incentives to sellers

  PO 2. how market prices provide incentives to buyers and sellers

  PO 3. how protection of private property rights provides incentives to conserve and improve property

- **4SS-E7. Describe the operation of a market economy, with emphasis on:**

  PO 1. Adam Smith's ideas of a market economy, including private property, freedom of enterprise, competition, consumer choice, and the limited role of government

  PO 2. how the interaction between buyers and sellers determines market prices

  PO 3. how competition among sellers lowers costs and prices and encourages producers to produce what consumers are willing and able to buy

  PO 4. how competition among buyers increases prices and allocates goods and services

to those people who are willing and able to pay the sellers' price

PO 5. why voluntary exchange benefits buyers and sellers

PO 6. the functions and relationships among various institutions that make up an economic system, including business firms, banks, government agencies, labor unions, and corporations

PO 7. how income for most people is determined by the value of the resources they sell and how the distribution of income affects public policy and standards of living

- **4SS-E8. Describe the factors that cause economic growth, with emphasis on:**

PO 1. investment in human capital, including the health, education, and training of people

PO 2. investment in real capital, including factories, machinery, and new technology

PO 3. the role of entrepreneurs in the free enterprise system who take the risks of organizing productive resources

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **4SS-P1. Analyze the implications of the economic problem of scarcity, with emphasis on:**

PO 1. how limited resources and unlimited human wants cause individuals, governments, and nations to choose some things and give up others

PO 2. the factors of production--land, labor, capital and entrepreneurship--and how they are used in production

PO 3. how producers, consumers, savers, and investors make decisions by analyzing anticipated marginal benefits and costs that usually involve trade-offs (marginal analysis)

- **4SS-P2. Use economic concepts, theories, principles, and quantitative methods to analyze current events, with emphasis on:**

PO 1. using tables, graphs, equations, diagrams, and charts to interpret economic information, including the inflation rate, unemployment rate, and economic growth rate

PO 2. using production possibilities curves to illustrate opportunity costs and trade-offs

PO 3. evaluating the economic implications of current events as found in such sources as magazine articles, newspaper articles, radio and television reports, editorials, and Internet sites

- **4SS-P3. Describe how households and firms are interdependent and how their relationship is affected by trade, exchange, money, and banking, with emphasis on:**

PO 1. why voluntary exchange occurs only when all participating parties expect to gain from the exchange

PO 2. the role and interdependence of households, firms, and government in the circular flow model of economic activity

PO 3. the role of entrepreneurs in market economy and how profit is an incentive that leads entrepreneurs to accept the risks of business failure

PO 4. the role of financial institutions and securities markets

- **4SS-P4. Analyze the similarities and differences among economic systems, with emphasis on:**

PO 1. the characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services

PO 2. the benefits and costs of market and command economies

PO 3. the characteristics of a mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation

PO 4. the role of private property in conserving scarce resources and providing incentives in a market economy

PO 5. how the incentives inherent in a market economy preserve political and economic freedom

- **4SS-P5. Describe the basic principles of microeconomics, with emphasis on:**

PO 1. supply, demand, and their determinants

PO 2. how a market price is determined

PO 3. interpreting graphs that demonstrate changes in supply and demand

PO 4. how price ceilings and floors cause shortages or surpluses

PO 5. comparing and contrasting monopoly and competitive behaviors

- **4SS-P6. Evaluate the economic role of government in the mixed-market economy of *the United States, with emphasis on:***

  PO 1. how the benefits of government policies must be compared to the costs before determining which policies to adopt

  PO 2. the revenue of and spending by federal, state, and local governments in providing national defense, addressing environmental concerns, defining and enforcing property rights, regulating markets, and providing other goods and services

  PO 3. the effects of progressive, proportional, and regressive income taxes on different income groups

  PO 4. the role of self-interest in decisions of voters, elected officials, and public employees

- **4SS-P7. Describe the basic principles of macroeconomics, with emphasis on:**

  PO 1. how inflation, unemployment, and gross domestic product statistics are determined and used in policy decisions

  PO 2. the affects of inflation and deflation on different groups

  PO 3. the economic and non-economic consequences of unemployment

  PO 4. fiscal policy and its affects on inflation, unemployment, and economic growth

  PO 5. the functions of the Federal Reserve System and its influence on the economy

  PO 6. the affects of monetary policy on unemployment, inflation, and economic growth

  PO 7. how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living

- **4SS-P8. Describe the affects of international trade on the United States and other nations, with emphasis on:**

  PO 1. how people and nations gain through trade

  PO 2. how the law of comparative advantage leads to specialization and trade

  PO 3. the affects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living

PO 4. how exchange rates work and how they affect international trade

PO 5. how the concepts of balance of trade and balance of payments are used to measure international trade

PO 6. factors that influence the major world patterns of economic activity and economic connections among different regions, including changing alignments in world trade partners

- **4SS-P9. Apply an understanding of economics to personal financial choices, with emphasis on:**

PO 1. how education, career choices, and family obligations affect future income

PO 2. how advertising influences consumer choices

PO 3. short- and long-term financial goals and plans, including income, spending, and saving

PO 4. the advantages and disadvantages of using various forms of credit and how payment performance determines credit history

PO 5. the risk, return, and liquidity of short- and long-term saving and investment strategies

PO 6. investment options, including stocks, bonds, and mutual funds available to individuals and households

DISTINCTION (Honors)

- **SS4-D1. Demonstrate an understanding of the principles of microeconomics at the college introductory level, with emphasis on:**

PO 1. basic economic concepts, including scarcity, the nature of economic systems, production possibilities, specialization, and comparative advantage

PO 2. analysis of product markets by manipulating the supply and demand model

PO 3. the costs, revenues, and profits of the individual firm, including marginal product and diminishing returns, average and marginal costs and revenues, and long-run costs and economies of scale

PO 4. comparison of product pricing and output for perfect competition, monopoly, monopolistic competition, and oligopoly

PO 5. evaluation of government policies toward monopoly behavior

PO 6. application of the concepts of supply and demand to markets for the factors of production, in particular how wages are determined

PO 7. the efficiency, equity, and role of government in a market economy

- **4SS-D2. Demonstrate an understanding of the principles of macroeconomics at the college introductory level, with emphasis on:**

PO 1. application of basic tools for measuring macroeconomic performance, including gross domestic product, price indexes, and unemployment rates

PO 2. analysis of national income and price determination using aggregate supply and aggregate demand

PO 3. the effects of monetary and fiscal policies on inflation, unemployment, and economic growth

PO 4. analysis of economic policies that increase or decrease economic growth

PO 5. comparison of the Keynesian, monetarist, and rational expectation theories

PO 6. illustration of comparative advantage using inputs, outputs, and production-possibilities curves

PO 7. how monetary and fiscal policies affect exchange rates and how these exchange rates affect imports, exports, inflation, and employment.

Social Studies Standards
(Adopted by the State Board on 3/27/00)

APPENDIX

Physical geography

Physical geography is the study of the natural processes that interact to produce the Earth's varying physical environments. These natural processes are subdivided into climate, landforms, biota (both plants and animals) and water – with the focus to develop an understanding of why places have particular physical characteristics. These physical geography processes are presented in Standard 4 (Life Science) and Standard 6 (Earth and Space Science) in Arizona's Science Standards. They are listed below, as they connect directly with and form the foundation for the rest of the geography standards.

READINESS (Kindergarten)

Climate:

- **6SC-R2. Understand that the sun heats and lights the Earth**
- **6SC-R3. Identify how the weather affects daily activities**

Landforms:

- **6SC-R4. Identify basic Earth materials (rocks, soils, water and gases) and their common uses**

FOUNDATIONS (Grades 1-3)

Climate:

- **6SC-F3. Identify the seasons and their characteristics**
- **6SC-F5. Identify major features of natural processes and forces that shape the Earth's surface, including weathering and volcanic activity**
- **6SC-F7. Measure and record changes in weather conditions**

Landforms:

- **6SC-F1. Describe the basic Earth materials (rocks, soils, water and gases)**

and their physical properties

Biota:

- 4SC-F4. Identify characteristics of plants and animals (including extinct organisms) that allow them to live in specific environments
- 4SC-F7. Explain the interaction of living and non-living components within ecosystems

ESSENTIALS (Grades 4-8)

Climate:

- 6SC-E1. Describe and model the motion of Earth in relation to the sun, including the concepts of day, night, season, and year
- 6SC-E8. Describe and model large-scale and local weather systems
- 6SC-E9. Describe the composition, properties, and structure of the atmosphere

Landforms:

- 6SC-E3. Describe the composition (including the formation of minerals, rocks, and soil) and the structure of the Earth
- 6SC-E5. Explain how Earth processes seen today, including erosion, movement of lithospheric plates, and changes in atmospheric composition, are similar to those that occurred in the past

Biota:

- 4SC-E7. Explain and model the interaction and interdependence of living and non-living components within ecosystems, including the adaptation of plants and animals to their environment
- 6SC-E4. Provide evidence of how life and environmental conditions have changed

Water:

- 6SC-E6. Describe the distribution and circulation of the world's water through ocean currents, glaciers, rivers, ground water and atmosphere
- 6SC-E7. Describe the composition and physical characteristics (including currents, waves, tides, and features of the ocean floor) of the Earth's bodies of water

PROFICIENCY (Grades 9-12)

Climate:

- **6SC-P2. Demonstrate an understanding of the Earth's tilt, rotation and revolution and their effects on the seasons and the length of days**

- **6SC-P7. Investigate, analyze and evaluate the factors that may influence weather; describe their effects on the environment and daily activities on Earth**

Landforms:

- **6SC-P3. Use the theory of plate tectonics to explain relationships among earthquakes, volcanoes, mid-oceanic ridges and deep sea trenches**

- **6SC-P4. Use evidence (e.g., fossils, rock layers, ice cores, radiometric dating) to investigate how Earth has changed or remained constant over short and long periods of time**

Biota:

- **4SC-P4. Describe and explain the cycling of matter and the flow of energy through the ecosystem's living and non-living components**

- **4SC-P6. Describe and explain how the environment can affect the number of species and the diversity of species in an environment**

Water:

6SC-P5. Identify, investigate and predict the factors that influence the quality of water and how it can be reused, recycled, and conserved

6SC-P6. Identify and compare the interactions between water and other Earth systems, including the biosphere, lithosphere, and atmosphere

Social Studies Standards
(Adopted by the State Borad on 3/27/00)

APPENDIX

SOCIAL STUDIES GLOSSARY*

*The glossary is meant to explain terms used in the standards and is not meant as a vocabulary list

Amendment (Constitutional) Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

Articles of Confederation The first constitution of the United States (1781). Created a weak national government; replaced in 1789 by the Constitution of the United States.

Balance of Payments A record of all economic transactions between the residents of a country and those of foreign countries for a one-year period. This includes the movement of goods (exports and imports), and also the flow of services and capital (e.g., purchases of tourists, investment income, gifts, pensions, and foreign aid).

Balance of Trade The difference between the total amount of exports and imports for a country in one year.

Barter The direct exchange of one good or service for another without the use of money.

B.C.E. and C.E. Before the Common Era (formerly known as B.C.) and Common Era (formerly known as A.D.).

Bicameral A legislative body composed of two houses.

Bill of Rights The first ten amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals.

Bureaucracy Administrative organizations that implement government policies.

Business Cycle The periods of recession and expansion that an economy goes through because production does not increase continuously over time.

Cabinet Secretaries, or chief administrators, of the major departments of the federal government. Cabinet secretaries are appointed by the president with the consent of the Senate.

Capital Manufactured resources such as tools, machinery, and buildings that are used in the

production of other goods and services (e.g., school buildings, books, tables, and chairs are some examples of capital used to produce education). This is sometimes called real capital.

Case Study The in-depth examination of an issue.

Checks and Balances The Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional.

Circular Flow Model A diagram showing how households, firms, and the government are interdependent. Circular flow of income diagrams are used to illustrate that there are several ways to measure national income flows.

Citizen A member of a political society who owes allegiance to the government and is entitled to its protection.

Civil Rights The protections and privileges of personal liberty given to all U.S. citizens by the Constitution and Bill of Rights.

Command Economy A type of economic system where the resources are state owned and their allocation and use is determined by the centralized decisions of a planning authority (e.g., the former Soviet Union).

Common or Public Good To the benefit, or in the interest, of a politically organized society as a whole.

Comparative Advantage The idea that countries gain when they produce those items that they are most efficient at producing.

Competitive Behavior When a business or individual acts in a self-interested way intending to increase wealth.

Concurrent Powers Powers that may be exercised by both the federal and state governments (e.g., levying taxes, borrowing money and spending for the general welfare).

Confederate Of, or pertaining to, a group of states more or less permanently united for common purposes.

Consumer A person or organization that purchases or uses a product or service.

Consumer Sovereignty The power consumers have in directing market economies because goods and services are produced and exchanged mostly to satisfy consumer wants.

Criminal Justice The branch of law that deals with disputes or actions involving criminal penalties. It regulates the conduct of individuals, defines crimes, and provides punishment for

criminal acts.

Cultural Diffusion The adoption of an aspect (or aspects) of another group's culture, such as the spread of the English language.

Cultural Landscape The visual outcome of humans living in a place.

Culture The learned behavior of people, such as belief systems and languages, social relations, institutions, organizations, and material goods such as food, clothing, buildings, technology.

Deflation A general lowering of prices. The opposite of inflation.

Delegated Powers Powers granted to the national government under the Constitution, as enumerated in Articles I, II and III.

Demand How much a consumer is willing and able to buy at each possible price.

Democracy The practice of the principle of equality of rights, opportunity, and treatment.

Demographics The statistical data of a population (e.g., average age, income, education).

Developed Nation A country with high levels of well-being, as measured by economic, social, and technological sophistication.

Developing Nation A country with low levels of well-being, as measured by economic, social, and technological sophistication.

Diffusion The spread of people, ideas, technology and products between places.

Distribution The arrangement of items over an area.

Due Process of Law The right of every citizen to be protected against arbitrary action by government.

Eagle Feather A universal symbol among American Indian Nations embodying power, strength, and values.

Economic Growth An increase in an economy's ability to produce goods and services which brings about a rise in standards of living.

Ecosystem The interaction of all living organisms with each other and with the physical environment.

Emigration People leaving a country (or other political unit).

English Bill of Rights An act passed by Parliament in 1689 which limited the power of

the monarch. This document established Parliament as the most powerful branch of the English government.

Entrepreneur A person who organizes, operates, and assumes the risk for a business venture.

Environment Everything near and on the Earth's surface. Natural or physical

environment refers to climate, biosphere, hydrosphere, soil, and geology. Human or cultural environment refers to aspects of the environment produced by humans.

Equal Protection Clause The Fourteenth Amendment provision that prohibits states from denying equal protection of the laws to all people - that is, discriminating against individuals in an arbitrary manner, such as on the basis of race.

Equal Protection of the Law The idea that no individual or group may receive special privileges from, nor be unjustly discriminated by, the law.

Erosion The lowering of the land surface by physical processes such as flowing water, landslides, glacial ice, waves. and wind.

Exchange Rate The price of one currency in terms of another (e.g., pesos per dollar).

Ex Post Facto Law A law that makes criminal an act that was legal when it was committed. (Latin: "after the fact")

Federal Reserve System A system of 12 district banks and a Board of Governors that regulates the activities of financial institutions and controls the money supply.

Federal Supremacy Article VI of the Constitution providing that the Constitution and all federal laws and treaties shall be the "supreme Law of the Land." Therefore, all federal laws take precedence over state and local laws.

Federalism A form of political organization in which governmental power is divided between a central government and territorial subdivisions--in the United States, among the national, state, and local governments.

Federalist Papers A series of essays written by Alexander Hamilton, John Jay and James Madison that were published to support the adoption of the proposed United States Constitution.

Federalists Advocates of a strong federal government and supporters of the adoption of the U.S. Constitution.

Feudalism Political and economic system in which a king or queen shared power with the nobility, who required services from the common people in return for allowing them to use the noble's land.

Fiscal Policy How the government uses taxes and/or government expenditures to change the level of output, employment, or prices.

Foreign Policy Policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries.

Founders People who played important roles in the development of the national government of the United States.

Framers Delegates to the Philadelphia Convention held in 1787, and those who wrote and ratified the Bill of Rights.

Free Enterprise The freedom of private businesses to operate competitively, for profit, and without government controls.

Freedom of Expression The freedoms of speech, press, assembly, and petition that are protected by the First Amendment.

Freedom of the Press Freedom to print or publish without governmental interference.

Geographic Grid A system to locate points on the Earth's surface (e.g., latitude and longitude).

Geographic Information System (GIS) A computer database that displays information like a map, but can do much more than just show patterns. A GIS database consists of "layers" of information about places (e.g., topography, vegetation, roads, buildings, sewers) that can be combined with a geographical perspective to solve societal problems.

Geographic Tool A device used to compile, organize, manipulate, store, report, or display geographic information, including maps, gazetteers, globes, graphs, diagrams, aerial photographs, satellite images, geographic information systems, and other computer databases and software.

Great Compromise An agreement made at the Constitutional Convention of 1787 that balanced the interest of the small and large states, resulting in the United States Senate being made up of two Senators from each state and a House of Representatives based on population.

Gross Domestic Product A measure of how much an economy produces each year, stated in the dollar value of final goods and services.

Human Capital The knowledge and skills that enable workers to be productive.

Human Characteristics The pattern that people make on the surface of the Earth, such as cities, roads, canals, farms, and other ways people change the Earth.

Immigration People moving to a country (or other political unit).

Impeachment The act of accusing a public official of misconduct in office by presenting formal charges against him or her by the lower house, with a trial to be held before the upper house.

Inalienable Rights Fundamental rights of the people that may not be taken away. A phrase used in the Declaration of Independence.

Incentive A benefit offered to encourage people to act in certain ways.

Inflation A general rise in the level of prices.

Initiative A form of direct democracy in which the voters of a state can propose a law by gathering signatures and having the proposition placed on the ballot.

Interdependence Reliance on people in other places for information, resources, goods, and services.

Isolationism The belief that the United States should not be involved in world affairs and should avoid involvement in foreign wars.

Judicial Review The doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of the Congress, the executive, and the states. The precedent for judicial review was established in the 1803 case of Marbury v. Madison.

Justice Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Land Use How people use the Earth's surface (e.g., urban, rural, agricultural, range, forest); often subdivided into specific uses (e.g., retail, low-density housing, industrial).

Landform A description of the Earth's shape at a place (e.g., mountain range, plateau, flood plain).

Latitude The angular distance north or south of the equator, measured in degrees along a line of longitude.

Legend The map key that explains the meaning of map symbols.

Liquidity The ease and speed with which something can be turned into cash (e.g., one can more quickly sell a common stock than a house; therefore, the stock is a more liquid asset than a house).

Longitude Angular distance east or west, almost always measured with respect to the prime meridian that runs north and south through Greenwich, England.

Loyal Opposition The idea that opposition to a government is legitimate. Organized opponents to the government of the day.

Macroeconomics The branch of economics which considers the overall aspects and workings of a national economy such as national output, price levels, employment rates, and economic growth.

Magna Carta Document signed by King John of England in 1215 A.D. that limited the king's power and guaranteed certain basic rights. Considered the beginning of constitutional government in England.

Marginal Analysis Making decisions based on the impact of the next dollar spent or the change one more unit would bring about. For example, when a person doesn't make an all-or-nothing decision to eat a bag of potato chips but decides, instead, chip-by-chip, or at the margin, whether to eat another one.

Market Economic System A system in which most resources are owned by individuals and the interaction between buyers and sellers determines what is made, how it is made, and how much of it is made.

Market Price The price at which the quantity of goods and services demanded by consumers and the quantity supplied by producers are the same. This is sometimes called the equilibrium price.

Market Any setting in which exchange occurs between buyers and sellers.

Mayflower Compact The document drawn up by the Pilgrims in 1620, while on the Mayflower, before landing at Plymouth Rock. The Compact provided a legal basis for self-government.

Mercantilism An economic and political policy in which the government regulates the industries, trade, and commerce with the national aim of obtaining a favorable balance of trade.

Microeconomics The branch of economics concerned with the decisions made by individuals, households, and firms and how these decisions interact to form the prices of goods and services and the factors of production.

Monarchy A type of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

Monetary Policy Management of the money supply and interest rates to influence economic activity.

National Security Condition of a nation's safety from threats, especially threats from external sources.

Natural Hazard A process taking place in the natural environment that destroys human life, property, or both (e.g., hurricane, flooding).

Opportunity Cost The value of the next best alternative that must be given up when a choice is

made (e.g., the opportunity cost of studying on a Saturday night is the fun you are missing by not going to the dance).

Price Ceilings Government policy which prevents the price of a good or service from exceeding a particular level (e.g., rent control or the price of gasoline during the 1970's).

Principle A basic rule that guides or influences thought or action.

Producers People who change resources into an output that tends to be more desirable than the resources were in their previous form (e.g., when people produce french fries, consumers are more inclined to buy them than the oil, salt, and potatoes individually).

Production Possibilities Curve The different combinations of various goods that a producer can turn out over a given period, given the available resources and existing technology.

Progressive Tax A tax structure where people who earn more are charged a higher percentage of their income (e.g., the federal income tax).

Projection A mathematical formula by which a geographic grid (and the shapes of land and water bodies) can be transferred from a sphere to a flat surface (e.g., a map or geographic information system).

Property Rights The rights of an individual to own property and keep the income earned from it.

Proportional Tax A tax structure where all people pay about the same percentage of their incomes in taxes (e.g., a flat rate tax).

Protectionism The practice of protecting domestic industries from foreign competition by imposing import duties or quotas.

Public Service Service to local, state, or national communities through appointed or elected office.

Quota A limit on how much of a good can be imported. The limit is set either by quantity or by the dollar value.

Ratify To confirm by expressing consent, approval, or formal sanction.

Referendum A form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote. The process also allows the legislature to send any proposal for law to the people for a vote.

Region A larger-sized territory that includes many smaller places, all or most of which share similar attributes, such as climate, landforms, plants, soils, language, religion, economy, government or other natural or cultural attributes.

Regressive Tax A tax structure where people who earn more pay a smaller percentage of their income in taxes (e.g., sales taxes).

Representative Democracy A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Republican Government A system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

Resources Land, labor, capital, and entrepreneurship used in the production of goods and services. A part of the natural environment that people value, such as soil, oil, iron or water.

Return How well you do by investing in one asset as opposed to another (e.g., if you buy a house in an up-and-coming neighborhood, you expect a better return when you sell it than if you buy a house next to where a new freeway is going to be built).

Revolution A complete or drastic change of government and the rules by which government is conducted.

Risk How much uncertainty accompanies your choice of investment (e.g., if you lend money to someone who has just escaped from prison, you are taking more of a risk than if you lend money to your mother).

Rule of Law The principle that every member of a society, even a ruler, must follow the law.

Scale The relationship between a distance on the ground and the distance on the map. For example, the scale 1:100,000 means that one unit of distance (e.g. an inch or millimeter) on the map equals 100,000 of these units on the Earth's surface.

Scarce A good or service that is insufficient in quantity to satisfy the demand or need for it.

Separation of Powers The division of governmental power among several institutions that must cooperate in decision making.

Sovereignty The ultimate, supreme power in a state (e.g., in the United States, sovereignty rests with the people).

Spatial Pertaining to distribution, distance, direction, areas and other aspects of space on the Earth's surface.

Specialization When a business focuses on producing a limited number of goods and leaves the production of other goods to other businesses. Specialization also describes how each person working to produce a good might work on one part of the production instead of producing the whole good (e.g., in a shoe factory one person cuts the leather, another person sews it, another glues it to the sole).

Standard of Living The overall quality of life that people enjoy.

Suffrage The right to vote.

Supply The quantity of a product or service a producer is willing and able to offer for sale at each possible price.

Tariff A tax on an imported good.

Thematic Map A map showing the distribution (or statistical properties) of cultural or natural features, such as a thematic map of unemployment or a thematic map of rainfall.

Theocracy Any government in which the leaders of the government are also the leaders of the religion and they rule as representatives of the deity.

Totalitarianism A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life.

Treaty A formal agreement between sovereign nations to create or restrict rights and responsibilities. In the U.S., all treaties must be approved by a two-thirds vote in the Senate.

Unitary Government A government system in which all governmental authority is vested in a central government from which regional and local governments derive their powers (e.g., Great Britain and France, as well as the American states within their spheres of authority).

United Nations An international organization comprising most of the nations of the world, formed in 1945, to promote peace, security, and economic development.

Urbanization The process whereby more people live and work in cities.

Voluntary Exchange Trade between people when each one feels he or she is better off after the trade (e.g., if you sell your old exercise bike for cash, you gain because you would rather have the cash than the bike, but the other person gains because he or she would rather have the bike than the cash).